

# English 10 Course Syllabus

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## Unit 1- World Literature: Latin and Central America

Essential Question: How does magical realism reveal new perspectives of reality?

We will work with: Literary prose, narrative writing, analysis

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Anchor Text:

- *Like Water for Chocolate* (Laura Esquivel and Thomas Christensen, trans.)

Supplementary Texts:

- Speech "The Solitude of Latin America" (Marquez)
- Short story selections from *The Stories of Eva Luna* (Allende)
- Short story selections by Gabriel Garcia Marquez
- Excerpt from *One Hundred Years of Solitude* (Marquez)
- Additional nonfiction and/or poetry selections

Projected Writing Assessments:

- Small group research and multimedia presentation- Conduct research on a Nobel Prize-winning author from Latin America. (W.10.1, W.10.7, W.10.8, W.10.9, W.10.10)
- Discussion of magical realism in various selections (RL.10.5, W.10.2, W.10.4, W.10.9, SL.10.1)
- How does love serve as a metaphor? (RL.10.4, W.10.2, W.10.4, W.10.9, SL.10.1, SL.10.4)
- Narrative Writing- Write a short story inspired by one of the works in this unit. (W.10.3, SL.10.1, SL.10.5)

Specific Skills of Focus:

- PEE paragraphs
- Detail and commentary (Detail sentences!)
- So What (Purpose)

- Socratic Circles
- Rhetorical Triangle
- Tone and DIDLS
- Narrative structures
- Writing Style
- MLA

Language Focus:

- Word choice
- Clauses
- Sentence variety

## Unit 2- World Literature: Asia

Essential Question: How does Asian literature both honor and challenge cultural traditions?

We will work with: nonfiction, argumentation

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Anchor Texts:

- *The Tao of Pooh* (Benjamin Hoff)

Supplementary Texts:

- Excerpts from *The Tao Te Ching* (Lao Tzu)
- Excerpts from *The Analects* (Confucius)
- Poem “Substance, Shadow, and Spirit” (T’ao Ch’ien)
- Film *Curse of the Golden Flower* (Zhang Yimou, dir.)
- Visual art selections
- Additional nonfiction selections

Projected Writing Assessments:

- Do the works you have read/viewed honor or rebel against cultural tradition? (R.L.10.6, SL.10.1, W.10.2, W.10.9)
- Does the poem “Substance, Shadow, and Spirit” connect to the teachings of Lao Tzu or Confucius? (SL 10.1, W10.2, W.10.9)
- How do Hoff’s allegories reveal Asian teachings? (RL.10.6, SL.10.1, W.10.2, W.10.9)
- Argument writing- tradition and family

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Specific Skills of Focus:

- PEE paragraphs
- Thesis statements
- Rhetorical triangle
- Argument

Language Focus:

- Parallel structure
- Active and passive voice

## Unit 3- World Literature: Africa and the Middle East

Essential Question: How does the literature in this unit offer insight into African and Middle Eastern cultural conflicts?

We will work with: Literary poetry, synthesis

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Anchor Text:

- *Cry, the Beloved Country* (Alan Paton)

Supplementary Texts:

- Selections from *Poems of Black Africa* (Wole Soyinka, ed.)
- *The Epic of Gilgamesh*
- *The Conference of the Birds: A Sufi Allegory*
- *The Butterfly's Burden* (Darwish)
- Selections from *Open Closed Open: Poems* (Amichai)
- Excerpt from *Long Walk to Freedom: The Autobiography of Nelson Mandela*
- Speech- Nelson Mandela's Nobel Prize in Literature acceptance speech (1993)
- *Living in Hope and History: Notes from Our Century* (Gordimer)

Projected Writing Assessments:

- Write a close literary analysis of one of the poems in the unit, with attention to form, figurative language, symbolism, and meaning. (SL.10.1, W.10.2, W.10.9)
- Character autopsy and analysis – *Cry, The Beloved Country*
- Compose an argument in which you take the position that fiction is more powerful than nonfiction, or visa versa.
- Choose an essay by Nadine Gordimer and explain what "truth" she develops in her essay. How does she develop this truth?
- Synthesis essay (topic selected from *Cry, The Beloved Country*)

Specific Skills of Focus:

- Essay structure
- Thesis statements
- Synthesis essay

Language Focus:

- Semicolons

#### **Unit 4- World Literature: Russia**

Essential Question: How is Russian literature both timeless and affected by historical events?

We will work with: Practical reading, drama, research

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Anchor Texts:

- Novella- *The Death of Ivan Ilyich* (Tolstoy)
- Drama- *The Seagull* (Chekhov)

Supplementary Texts:

- Poem- “The Twelve” (Blok)
- Short Story- “The Nose” (Gogol)
- Excerpt- *Anna Karina* (Tolstoy)
- Film- *Anna Karina*
- Excerpt- *Notes from the Underground* (Dostoevsky)
- Additional nonfiction texts and speeches

Projected Writing Assessments:

- Literary argument- *Anna Karina*
- How does an understanding of the Bolshevik Revolution help us understand Blok’s poem “The Twelve?” (RL.10.6, RI.10.3, SL.10.1, W.10.2, W.10.9)
- Explore the spiritual and emotional changes of Ivan Ilyich in Tolstoy’s *The Death of Ivan Ilyich*. How and why does the main character change throughout the story? (RL.10.1, RL.10.2, SL.10.1, W.10.2, W.10.9)
- How reliable is the narrator in the short story “The Nose”? What does the loss of the nose symbolize? Why does the author use the absurd in his writing? (RL.10.1, RL.10.4, SL.10.1, W.10.2, W.10.9)

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- Conduct and present research on the life of one of the authors whose work you have read this semester. How did historical events affect the author's point of view? How does the author express his or her point of view through the use of a narrator?

## Specific Skills of Focus:

- Essay structure
- Research and synthesis skills
- MLA

## Language Focus:

- Word choice and connotation
  - Sentence variety
  - MLA
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## Additional Ongoing Learning

- Monday Mash-up! A biweekly focus day on critical thinking, creative writing, and/or current events
- thINK blog posts- 1 per quarter
- Independent Reading (1<sup>st</sup> 9 Weeks- CHOICE! Journals, 2<sup>nd</sup> 9 Weeks- CHOICE! Journals, 3<sup>rd</sup> 9 Weeks- Reading list journals and book clubs, 4<sup>th</sup> 9 Weeks- *The Death of Ivan Ilyich* journals and Socratic Circles with culminating essay)
- Weekly Rhetorical Strategy/Language Focus (Bellwork)
- Tone Words and Power Verbs (periodic vocabulary quizzes)